The Academy Board Self-evaluation

Mission Statement: The Academy serves our students to develop college ready exemplary citizens by promoting excellence in academics, character and relationships.

ORGANIZATIONAL EFFECTIVENESS: The school Board demonstrates strong leadership through its procedures to promote the mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishes networked community relationships.

Board Self-evaluation overall progress

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2.70	2.90	3.26	3.20	3.49	3.69	3.82	3.83	3.83	3.92	3.98

1. The governing Board promotes and articulates the vision and mission of the school in all publications, and through Board documentation, recruiting, behavior, and self-evaluation.

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
3.10	3.30	3.39	3.32	3.80	4.00	4.00	4.00	4.00	4.00	4.00

2. The governing Board promotes the vision of the school through strategic planning.

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
3.10	3.30	3.53	2.97	3.17	3.67	3.83	3.83	3.92	4.00	4.00

3. The governing Board has adopted policies in alignment with state laws, state rules, and district policies (unless waived) that promote consistency for how the school's vision is implemented.

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2.70	2.90	3.17	3.44	3.75	3.88	3.88	3.94	3.94	4.00	3.80

4. The governing Board models quality, continuous improvement, and needs-based professional development.

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2.70	3.20	3.24	3.22	3.60	3.80	3.90	4.00	4.00	4.00	4.00

5. The governing Board provides guidance in program assessment and renewal processes.

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1.90	2.30	3.04	3.04	3.25	3.50	3.88	3.81	3.88	3.87	4.00

6. The governing Board has a clear plan for hiring, retaining, supporting and evaluating the school administrator.

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
3.50	3.60	3.63	3.48	3.60	3.80	3.80	3.95	3.95	4.00	4.00

7. The governing Board provides strong guidance to the school through the use of effective committees.

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2.20	2.80	3.53	3.46	3.75	3.88	4.00	3.88	3.75	3.88	4.00

8. The governing Board supports the vision/mission of the school by securing strong relationships within the school and with outside agencies.

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2.40	1.80	2.50	2.65	3.00	3.00	3.25	3.25	3.25	3.50	4.00

4.0 - established track record of excellence (2+ years)
3.75 - One year out from
3.5 - Two years out but processess in place
3.0 - Two years out but needs work

1. The governing Board promotes and articulates the vision and mission of the school in all publications, and through Board documentation, recruiting, behavior, and self-evaluation.

RATING OF PERFORMANCE

	Score											2	3	4
1.a Vision and Mission Communication	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The vision and/or mission statements appear in some publications and communications from the Board.	The school vision and mission statements are used in many school publications and communications from the Board.	The school vision and mission statements are used in all school publications and communications from the Board.
	3.25	4.00	3.75	3.10	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
1.b Vision and Mission Understanding	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Board members conceptually understand the vision and mission of the school, and can articulate a few ways that the vision and mission are implemented.	Board members understand the vision and mission and can articulate how vision and mission are implemented throughout the school and curriculum program.	Board members deeply understand the vision and mission and are extremely articulate in how the vision and mission are concretely implemented throughout the school and curriculum program.
	2.50	2.75	3.42	3.30	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
1.c Board Documents	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The school bylaws and Board operational documents (handbooks, policies, Board agreement, conflict of interest policy, etc.) reflect some expectations for professionalism on the Board, but several areas remain unaddressed.	The school bylaws and Board operational documents (handbooks, policies, Board agreement, conflict of interest policy, etc.) reflect appropriate expectations for professionalism on the Board.	The school bylaws and Board operational documents (handbooks, policies, Board agreement, conflict of interest policy, etc.) reflect the highest expectations for professionalism that leave no doubt that Board members lead with integrity.
	3.13	2.90	3.67	3.20	3.50	4.00	4.00	4.00	4.00	4.00	4.00			
1.d Board Self-evaluation	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board partially or inconsistently implements an annual self-evaluation process. OR The Board's self-evaluation process does not consistently result in improved Board function.	The Board implements an annual self- evaluation process that leads to improved Board function.	The Board implements an annual self- evaluation process that guides Board professional development and recruiting, and consistently leads to improved Board function.
	3.25	3.50	3.30	3.60	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
1.e Recruiting	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	A recruitment plan exists; however, the plan has not resulted or is unlikely to result in recruitment of high quality Board members.	The Board implements a clear plan for recruiting high quality Board members.	The Board implements and reviews a clear plan for recruiting high quality Board members, and the plan has consistently resulted in quality recruitment.
	3.25	3.25	2.83	3.40	3.50	4.00	4.00	4.00	4.00	4.00	4.00			
												Narrative Reflection: This is a current area of strength. Moving forward, the focus will be on maintaining through new Board Member transitions.		

2. The governing Board promotes the vision of the school through strategic planning.

RATING OF PERFORMANCE

	Score											2	3	4
2.a Strategic Planning Process	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board has developed a strategic plan; however, the planning process is undeveloped and/or the Board does not regularly review progress toward meeting the goals of the plan.	The Board engages in an annual strategic planning process that includes a regular review of progress toward meeting the goals of the plan.	The Board engages in an annual strategic planning process and a quarterly review of progress which includes the use of a high quality Board dashboard.
	3.25	3.50	3.75	3.00	3.50	4.00	4.00	4.00	4.00	4.00	4.00			
2.b Use of Strategic Plan	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	A strategic plan exists; however, the plan does not sufficiently include goals that will guide evaluation and school improvement.	A high quality strategic plan exists and helps guide evaluation and school improvement.	A high quality strategic plan exists and the plan consistently guides evaluation and school improvement. The strategic plan is closely aligned with all other improvement planning documents at the school (e.g. the Unified Improvement Plan and professional development plans).
	3.38	3.50	3.97	3.40	3.50	4.00	4.00	4.00	4.00	4.00	4.00			
2.c Use of Dashboard	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board dashboard is not effective or does not contain sufficient information for the Board to monitor progress on school goals and areas for improvement. OR The Board dashboard is sufficient, however, the Board does not effectively use the dashboard.	The Board dashboard is effective and contains sufficient information for the Board to monitor progress on school goals and areas for improvement.	The Board dashboard is exemplary and contains sufficient and appropriate information for the Board to monitor progress on school goals and areas for improvement. The Board's use of the dashboard has clearly made a positive impact on the school.
	2.75	3.00	2.88	2.50	2.50	3.00	3.50	3.50	3.75	4.00	4.00			
												Narrative Reflection: This is a current area of strength. Moving forward, the focus will be on maintaining through new School Leader and Board Member transitions.		

3. The governing Board has adopted policies in alignment with state laws, state rules, and district policies (unless waived) that promote consistency for how the school's vision is implemented.

RATING OF PERFORMANCE

	Score											2	3	4
3.a Policy Handbook	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board has a policy handbook or has adopted a few policies; however, some legally- required policies or policies to replace waived state laws and district policies are missing.	The Board has a policy handbook which includes legally- required policies and several policies to appropriately replace waived state laws and district policies.	The Board has policy handbook which includes legally- required policies, policies to comprehensively replace waived state laws and district policies, and additional policies specific to the school.
	2.75	3.00	3.42	3.75	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
3.b Availability of Policy	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Board policies are not easily acquired by stakeholders, or Board policies are not assembled in a manner that facilitates easy access.	Board policies are readily available to stakeholders upon request, and/or are available in hard copy in the front office of the school.	Board policies are readily available to the public via the school's website and are accessible in hard copy upon request.
	3.13	3.13	3.46	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board has reviewed some policy; however,	The Board has a policy review schedule that is	The Board has a policy review schedule that is

3.c Policy Review	2.25	3.00	2.88	3.00	3.00	3.50	3.50	3.75	3.75	4.00	4.00	there is no regular plan for reviewing the policy handbook.	reflected in the Board's annual calendar.	reflected in the Board's annual calendar, and regular review of Board policies has resulted in a high quality policy handbook.
3.d Contracts and Waivers	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Some Board members do not understand the charter contract requirements and the purpose of waivers in the school.	Board member understand the role the charter contract and waivers play in school operation.	Board members understand the role the charter contract and waivers play in school operation and have a plan for regular review of applicable laws, regulations, expectations, etc.
	2.67	2.67	2.92	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
3.e Fiduciary Duties	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Some Board members do not fully understand their fiduciary duties.	The Board fulfills its fiduciary duties in overseeing the school's policies and finances, including budgeting, investments, projections, auditing, risk management, and building and grounds.	All members have a solid understanding of fiduciary responsibilities and demonstrate that through regular Board discussion and cyclical training.
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.00			
												Narrative Reflection: The Board currently fulfills its fiduciary duties but would like to deepen its understanding of those duties and implement ongoing training in this area tied to the charter renewal cycle.		

4. The governing Board models quality, continuous improvement, and needs-based professional development.

RATING OF PERFORMANCE

	Score											2	3	4
4.a PD Needs Assessment	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board conducts a limited needs assessment to identify some Board professional development.	The Board engages in a needs assessment to determine Board training and professional development.	The Board conducts an annual comprehensive needs assessment that results in consistent, ongoing Board professional development.
	3.00	4.00	3.25	3.00	3.00	3.50	4.00	4.00	4.00	4.00	4.00			
4.b Board Training	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Some Board members have engaged in comprehensive Board training; however, the practice is not consistent or is not an expectation of the full Board. Orientation for new Board members is limited and informal.	All Board members engage in comprehensive Board training. The Board has an orientation program to train new Board members.	All Board members consistently engage in comprehensive Board training which is reflected in the Board's annual calendar. The Board has a high quality orientation program to train new members quickly and efficiently.
	2.75	3.00	3.08	2.90	3.00	3.50	3.50	4.00	4.00	4.00	4.00			
4.c Open Meeting/Records	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board demonstrates a limited understanding of Open Meetings and Open Records Laws, and practices reveal occasional violations.	The Board demonstrates understanding of Open Meetings and Open Records Laws, and practices are in compliance.	The Board meetings consistently reflect Open Meetings and Open Records Laws, and practices are in compliance.
	2.75	3.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
4.d Board Agreement & Oath of Office	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Board members only informally agree to a Board code of conduct.	Board members annually take an Oath of Office and sign a Board Agreement, which addresses conflict of interest.	Board members annually take and Oath of Office and sign a Board Agreement, which addresses conflict of interest. A clear plan exists for dealing with misconduct, conflict, and crisis as a Board.
	2.75	3.00	3.33	3.60	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
4.e Meeting Efficiency	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Board meetings are occasionally inefficient and/or unproductive. Board packets may be provided to Board members in advance, but are not readily available for public review.	Board meetings are efficient and productive. Board packets are provided in advance and are appropriately available for public review.	Board meeting practices are exemplary in efficiency and productivity. Board packets are provided in advance and are appropriately available for public review via the school's website.
	2.00	3.00	3.55	3.60	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
												Narrative Reflection: This is a current area of strength. The PD Needs Assessment can be an informal monthly check-in. The Board will continue to use the CSI curriculum and resources from the Colorado League of Charter Schools and the Colorado Department of Education during onboarding of new Board Members.		

5. The governing Board provides guidance in program assessment and renewal processes.

RATING OF PERFORMANCE

	Score											2	3	4
5.a Survey Use	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board inconsistently seeks input from internal and external stakeholders. Results are reviewed; however it is unclear how results influence school improvement planning.	The Board obtains input from internal stakeholders (parents, staff, students) and external stakeholders (business community, third party) through surveys and evaluations. Results are considered when planning school improvement.	The Board strategically obtains input that internal and external stakeholders through surveys and evaluations. Systems for gathering data are exemplary. Results are considered when planning school improvement.
	2.00	2.00	3.08	2.90	2.50	3.00	3.50	3.50	3.75	4.00	4.00			
5.b Accountability Structure	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board has an accountability structure that may not meet statutory requirements and inconsistently demonstrates effective program evaluation practices.	The Board has an accountability structure that meets statutory requirements and demonstrates effective program evaluation practices.	The Board has an accountability structure that meets statutory requirements, demonstrates exemplary program evaluation practices, and leads to school improvement.
	2.00	2.00	2.88	3.40	3.50	3.50	4.00	4.00	4.00	4.00	4.00			
5.c Shared Evaluation	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board minimally shares program evaluation results with stakeholders.	The Board shares written program evaluation results with all stakeholders.	The Board shares extensive written program evaluation results with all stakeholders in a readily accessible and understandable manner.
	1.50	2.00	2.58	2.75	3.00	3.50	4.00	3.75	3.75	4.00	4.00			
5.d Data Driven	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board minimally uses data for decision-making and/or when monitoring progress toward accomplishing goals.	The Board regularly uses data for decision–making and when monitoring progress toward accomplishing goals.	The Board uses data in an exemplary manner for decision- making and when monitoring progress toward accomplishing goals.
	2.25	3.00	3.63	3.10	4.00	4.00	4.00	4.00	4.00	4.00	4.00			
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board minimally understands the role of the	The Board understands the role of the authorizer	The Board understands the state and authorizer

5.e Authorizer Relationship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4.00	authorizer and the legal relationship between the school, authorizer, and the state.	and the legal relationship between the school, authorizer, and the state.	accreditation processes and the process by which the authorizer accredits the school using academic, organizational, and financial measures. The Board can explain the school's accrediation rating and understands the consequences of lower accreditation ratings.
												Narrative Reflection: This is a current area of strength with clearly defined expectations.		

6. The governing Board has a clear plan for hiring, retaining, supporting and evaluating the school administrator.

RATING OF PERFORMANCE

	Score											2	3	4
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023			
6.a Oversight/Arm's Length	3.75	4.00	3.97	3.90	4.00	4.00	4.00	4.00	4.00	4.00	4.00	The Board does not consistently focus on the vision of the school and may occasionally become over involved in the day-to-day operation of the school.	The Board focuses time on the vision of the school and leaves the day-to-day operation to the school administrator.	The Board has an exemplary focus on the vision of the school and there is strong and consistent evidence that the day-to-day operation is left to the school administrator.
6.b Succession/ Hiring	3.00	3.00	3.25	3.10	3.50	3.50	3.50	4.00	4.00	4.00	4.00	The Board has a weak or limited process (or succession plans) to guide the search and hire of a school administrator.	The Board has developed a hiring process (or succession plans) to ensure employment of a high quality school administrator.	The Board has developed a strong hiring process (or succession plans) to ensure employment of a high quality school administrator. There is evidence that the process has led to a successful hire.
6.c Admin Evaluation	3.00	3.00	3.38	3.30	3.50	4.00	4.00	3.75	3.75	4.00	4.00	The Board implements a limited evaluation of the school administrator.	The Board implements a comprehensive formal evaluation of the school administrator that is focused on targeted goals.	The Board implements a comprehensive formal evaluation of the school administrator that is focused on targeted goals. The Board further supports the administrator with resources for professional development aligned with targeted goals.
6.d One Voice	3.88	4.00	3.80	3.40	3.50	4.00	4.00	4.00	4.00	4.00	4.00	Board members do not always communicate appropriately with the school administrator, and/or two-way communication is limited.	Board members communicate appropriately with the school administrator, speaking with "one voice" and allowing opportunity for two- way communication.	Board members communicate with the school administrator in an exemplary manner, speaking with "one voice" and allowing opportunity for two-way communication.
6.e Job Description	3.63	4.00	3.75	3.70	3.50	3.50	3.50	4.00	4.00	4.00	4.00	The job description for the school administrator lacks sufficient detail. OR The job description for the school administrator is unrealistic and/or inappropriate.	The job description for the school administrator is realistic, detailed, and appropriate.	The job description for the school administrator is realistic, detailed, and appropriate. The job description aligns with the goals of the school and the administrator evaluation and the strategic plan.
												Narrative Reflection: This is a current area of strength. During the 2022-23 school year, the Board increased the specificity of the Executive Director evaluation process. During future school leader succession planning, a key goal will be to align incoming leadership competencies with the school's strategic vision and strategic planning.		

7. The governing Board provides strong guidance to the school through the use of effective committees.

RATING OF PERFORMANCE

	Score											2	3	4
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023			
7.a Policy for Committees	1.00	3.00	3.67	3.70	4.00	4.00	4.00	4.00	4.00	4.00	4.00	The Board has a weak or limited policy for the formation of standing and ad hoc committees. OR TheBoard has a policy for the formation of standing and ad hoc committees; however, the policy has not been implemented as written.	The Board has a clear written policy for the formation of standing and ad hoc committees.	The Board has a clear written policy for the formation of standing and ad hoc committees. The policy is fully implemented and has demonstrated efficiency.
7.b Committee Structure	2.75	3.00	3.75	3.70	4.00	4.00	4.00	4.00	4.00	4.00	4.00	The Board has created some job descriptions, goals, and/or reporting structures for some committees. OR The Board has created job descriptions, goals, and reporting structures for committees; however, these are not implemented as written.	The Board has created job descriptions, goals, and reporting structures for all established committees.	The Board has created and implemented job descriptions, goals, and reporting structures for all established committees. Committee goals have resulted in demonstrated success.
7.c Committee Reports	2.75	2.75	3.54	3.70	4.00	4.00	4.00	4.00	4.00	4.00	4.00	Committee work is occasionally or inconsistently reported to the Board.	The Board regularly receives written committee reports in advance of Board meetings.	The Board regularly receives written committee reports in a standardized format in advance of Board meetings.
7.d Committee Evaluation	2.25	2.25	3.17	2.75	3.00	3.50	4.00	3.50	3.50	3.50	4.00	The Board occasionally or inconsistently evaluates the effectiveness of committees. OR The Board evaluates the effectiveness of committees; however, this practice has not resulted in improvements.	The Board evaluates the effectiveness of committees at least annually and improvements are made.	The Board evaluates the effectiveness of committees at least annually. Improvements have demonstrated effective practices and a desire for continuous improvement.
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board occasionally or inconsistently evaluates	The Board evaluates the effectiveness of	The Board evaluates the effectiveness of

7.e Finance Committee	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4.00	4.00	4.00	4.00	the effectiveness of committees. The Committee exists, has inconsisten meetings, incomplete membership, and inconsistent reports.	committees . The committee holds monthly meetings, produces monthly board reports, and has a self-rating of 3+.	committees. The committee holds monthly meetings, produces monthly board reports, and has a self-rating of 4.
7.f SACademic Committee	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board occasionally or inconsistently evaluates the effectiveness of committees. The Committee exists, has inconsisten meetings, incomplete membership, and inconsistent reports.	The Board evaluates the effectiveness of committees . The committee holds monthly meetings, produces monthly board reports, and has a self-rating of 3+.	The Board evaluates the effectiveness of committees. The committee holds monthly meetings, produces monthly board reports, and has a self-rating of 4.
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.00	3.00	3.75	4.00			
												Narrative Reflection: This is a current area of strength. Moving forward, the Board wants to stay committed to checking in with committee self-ratings on a regular basis (at least a couple times per year).		

8. The governing Board supports the vision/mission of the school by securing strong relationships within the school and with outside agencies.

												RATING OF PERFORMANCE		
	Score											**2**	3	4
8.a External Networking	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Some Board members network with external stakeholders; however, this is not a consistent or expected practice for the full Board.	The Board networks with external stakeholders for improvement, opportunity, and advancement of the school and/or intentionally delegates these efforts to school admin.	The Board actively networks with outside sources and external stakeholders for improvement, opportunity, and advancement of the school and/or intentionally delegates these efforts to school admin. External relationships have had a positive effect on the school.
	1.63	1.63	2.08	2.40	2.50	2.50	3.00	2.50	2.50	3.00	4.00			
8.b Internal Networking	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	The Board establishes positive relationships with some members of the internal community; however, relationships with administration, staff, parents and/or students could be improved.	The Board establishes strong, positive relationships with administration, staff, parents, and students.	The Board models strong, positive relationships with administration, staff, parents, and students. A positive culture and community is evident in all aspects of the school.
	3.25*	2.00	2.92	2.90	3.50	3.50	3.50	4.00	4.00	4.00	4.00			
												Narrative Reflection: This is a current area of strength.		